



**Tenth Annual
Teaching and Learning Institute**

"10th Anniversary Celebration"

**Holiday Inn Select
Columbia, Missouri**

**Institute One June 17-19, 2006
Institute Two June 20-22, 2006**

Dear Institute Participant:

Welcome to the Teaching and Learning Institute: “10th Anniversary Celebration.” Historically, this gathering has been titled the Teaching and Learning Conference. However, with time and evaluation, comes change. We have evolved from a traditional conference with numerous, short breakout sessions to an institute with nine concentrated strands resulting in 18 hours of intense, in-depth professional development.

We asked past participants for their constructive input to improve future institutes. Numerous participants told us of the advantages of attending as a team rather than an individual. As always, individual registrations are welcome. However, we strongly encourage building and/or district teams of three or more. Participants gain longer-lasting benefits when they attend the same strand with their peers. By staying together, the participants develop a cadre to implement new ideas and long-term change upon returning to their schools

Because of the demand to reach more Missouri teachers, we have created two separate, yet consecutive opportunities for professional development. Participants may choose a strand from either Institute I or Institute II. Nine strands have been developed to help you grow as a professional and enhance your understanding and knowledge of current topics.

During the institute, we will take a few moments to celebrate educators’ commitment to their students and our commitment to Missouri schools by celebrating the 10th Anniversary of the Teaching and Learning Institute. We will reminisce about the past nine gatherings and review the changes that have evolved.

We hope this year’s institutes are a wonderful professional-development opportunity for everyone and that it will provide a time to celebrate. Have a great institute!

Sincerely,

Donna Cash, Co-chair
Lisa Walters, Co-chair
Don Eisinger
Larry Flakne
De Frink-Hedglin
Howard Jones

Robin Lunsford
Kathy Parris
Randy Rook
Jocelyn Strand
Rosalyn Wieberg

INSTITUTE I and II

Institute I – June 17-19, 2006

- R-Factor and Literacy Learning: Building Student Achievement through Rigor, Relevance, Relationships, Responsibility, and Literacy
- Communication Arts Literacy, Secondary
- Children in Poverty: Same Planet, Different World - **Rural** Schools
- Missouri Assessment Program: Communication Arts Test Item Writing, Elementary
- Grade-Level Expectations (GLEs) and the Curriculum
- Integrating Technology in the Core Curriculum
- Language Essentials for Teachers of Reading and Spelling (LETRS) Training
- Secondary Literacy Focusing on Mathematics and Science
- Missouri Assessment Program: Communication Arts Test Item Writing, Secondary

Institute II – June 20-22, 2006

- R-Factor and Literacy Learning: Building Student Achievement through Rigor, Relevance, Relationships, Responsibility, and Literacy
- Communication Arts Literacy, Secondary
- Children in Poverty: Same Planet, Different World - **Urban** Schools
- Missouri Assessment Program: Communication Arts Test Item Scoring, Elementary
- Grade-Level Expectations (GLEs) and the Curriculum
- Integrating Technology in the Core Curriculum
- Language Essentials for Teachers of Reading and Spelling (LETRS) Training
- Secondary Literacy Focusing on Mathematics and Science
- Missouri Assessment Program: Communication Arts Test Item Scoring, Secondary

TEACHING AND LEARNING

INSTITUTE I

JUNE 17-19, 2006

Schedule

Day One

7:00	a.m.	–	7:30	a.m.	Registration – Atrium
7:00	a.m.	–	7:45	a.m.	Buffet Breakfast – Windsor III/IV
7:30	a.m.	–	7:45	a.m.	Welcome – Windsor III/IV
8:00	a.m.	–	12:00	p.m.	Strands
12:00	p.m.	–	12:45	p.m.	Lunch – Windsor III/IV
1:00	p.m.	–	4:00	p.m.	Strands

Day Two

7:00	a.m.	–	7:45	a.m.	Buffet Breakfast – Windsor III/IV
8:00	a.m.	–	12:00	p.m.	Strands
12:00	p.m.	–	12:45	p.m.	Lunch – Windsor III/IV
1:00	p.m.	–	4:00	p.m.	Strands
4:00	p.m.	–	5:00	p.m.	Team Time with activities – Windsor III/IV

Day Three

7:00	a.m.	–	7:45	a.m.	Buffet Breakfast – Windsor III/IV
8:00	a.m.	–	12:00	p.m.	Strands

Institute I

Saturday June 17 – Monday June 19

Strand R-Factor and Literacy Learning: Building Student Achievement through Rigor, Relevance, Relationships, Responsibility, and Literacy

Presenters Susie Cox and Todd Luke

Subject Student Achievement and Literacy

Grade Level All

Content Area All

This strand will be organized to take a closer look at connecting rigor and relevance for learning to relationships that are meaningful for students. This learning design will be strengthened by examining a responsibility factor and technical literacy. It will involve working with Dr. Willard Daggett's Rigor and Relevance Framework, Problem-based Learning (PBL) methodology, and MAX Teaching and Learning for Technical Literacy.

The objectives of this strand are:

- Build a working knowledge of MAX Teaching and Learning reading strategies.
- Revisit the importance of Bloom's Taxonomy to increase rigor.
- Design classroom experiences around a Problem-based Learning model.
- Examine career paths and career clusters for student motivation.
- Examine the factor of responsibility as it relates to various audiences.
- Build a working knowledge of R-Factor Learning that can be shared with others through study groups and ongoing professional development.

Participant will experience the University of Missouri Medical School model of Problem-based Learning to better understand the structure to design rigorous learning experiences to address "real-world complicated, messy situations." They will learn and practice strategies developed by MAX Teaching and Learning to incorporate reading that engages all students in a classroom. Other components to be utilized in designing learning experiences will be career paths and career clusters to strengthen the relevance factor for increasing student motivation.

The structure of these three days will require participants to practice and build a working knowledge of the components listed above. It will be an active learning

environment to build skills through practice. Participants will utilize Dr. Willard Daggett's Rigor and Relevance framework to construct learning experiences for students that will be at the higher end of Bloom's Taxonomy and focus on Problem-based Learning around real-world issues. The work will be strengthened with the introduction and practice of MAX Teaching and Learning practices for technical literacy and the connection to career paths and clusters for relevancy.

The time will be organized by days with much of the information incorporated through all the days.

- One day will involve working on building knowledge and practice around rigor, relevance, relationships, and responsibility issues.
- One day will involve learning and practicing MAX Teaching and Learning reading strategies.

One day will be devoted to learning more about Problem-based Learning and working on lesson design around that model as well as discussing project-based and service learning.

****Susie Cox is the Coordinator of Professional Development for the Missouri Center for Career Education at CMSU designing and providing professional development around active learning models of problem-based learning, project-based learning and service learning along with career paths/career clusters. She facilitated the design and provides support for the Career Education Statewide Mentoring Program for new teachers and counselors, Learning by Design workshops, and R-Factor Learning model. She previously taught 12 years in Columbia Public Schools as well as serving as coordinator of Family and Consumer Sciences, coordinated School-to-Work program for Columbia, and provided professional development for Instructional Materials Laboratory, University of Missouri and The Learning Exchange in Kansas City prior to joining Missouri Center for Career Education. Education: BS., MS., and Ph. D. in Education from the University of Missouri.**

****Todd Luke graduated from Lenape Technology School in 1983. He returned to Lenape in 1992 and has received the 1996 Excellence Foundation educator of the Year, the 2002 and 2004 Vocational Teacher of the Year, was featured in *Techniques Magazine* September 2003. He is currently Coordinator of School Operations. Todd has been a member of the MAX Teaching staff development for four years.**

Institute I

Saturday June 17 – Monday June 19

Strand

Communication Arts
Literacy, Secondary

Presenter Linda
Bradley and Stacy
Cooper

Subject Literacy
Grade Level 7-12

Content Area
Communication Arts

The strand will address adolescent literacy specifically in the area of communication arts. Participants will learn effective strategies to strengthen the teaching and learning in the area of communication arts. Participants will be actively involved in their learning.

**** Linda Bradley** has been an educator since 1969. Her experience ranges from the preschool to college. Ms. Bradley has a master's degree in reading and is working on her Ph.D. in literacy. She is the Literacy Coach at Smithton Middle School in Columbia Public Schools. She has received honors as Outstanding Middle Level Teacher in Columbia and The Council for Exceptional Children Outstanding Partner in Education from the State of Missouri.

**** Stacy Cooper** has taught for 24 years in a multitude of classroom roles and settings. She has degrees in special and regular education. She has taught third through eighth graders. She is the Literacy Coach at Lange Middle School in Columbia Public Schools. She provides teachers with professional development in reading and writing assessments, introduces and models comprehension strategies in the classroom, helps integrate content literacy strategies in all classrooms, and coordinates the literacy intervention programs at the middle school.

Strand Title

Children in
Poverty: Same
Planet, Different
World - Rural
Schools

Presenter
LaVietta Prichard
Subject Children
in Poverty
Grade Level All
Content All

Participants will leave with a better understanding of how to work with poor students in the areas of discourse, discipline, and learning.

Educators will learn what motivates students to behave in certain ways and interventions to change those behaviors.

The presentation will be very interactive as educators learn

specific strategies dealing with motivation including 15 ways for educators to help students understand three key messages:

- This is important!
- You can do it!
- And I won't give up on you!

Participants will experience and learn strategies to be used in the classroom (immediately!) that address the Missouri Assessment Program. Emphasis will be on rural families and their particular needs.

Strand Missouri

Assessment

Program:
Communication
Arts Test Item
Writing,
Elementary

Presenter Sally
Minnick

Subject MAP Test
Item Writing

Grade Level K-5

Content Area
Communication
Arts

****LaVietta Prichard** was a classroom teacher for 26 years. She was selected as a charter member of the STARR program – one of 24 teachers statewide. Ms. Prichard accepted a position with the Missouri Department of Elementary and Secondary Education as a staff development specialist for Missouri Accelerated Schools and Professional Learning Communities.

She retired in 2005 and now serves as an educational consultant and motivational speaker

Teachers in grades K-5 will learn to write MAP-like selected response, constructed response, and performance event test items. Participants in this institute will leave with materials and ideas suitable for their classroom instruction.

Day One of the training will include intense in-service on:

- various types of test items,
- their characteristics,
- how to write and administer items, and
- how to review and revise items based on student results.

Alignment to the Grade-Level Expectations and Show-Me Standards will be an important part of the training. Additionally, participants will learn to select appropriate fiction and non-fiction stimulus materials for the various types of items.

Day Two of the strand includes participants writing test items and scoring guides aligned to the stimulus materials and Grade-Level Expectations. Review

and critique of the items will be an integral part of the item writing.

Day Three includes participants continuing the writing and revising items. They will learn how to integrate MAP-like items into classroom instruction.

****Sally Minnick is the Northwest MAP Regional Facilitator and has held that position for six years. She works with teachers in her region of the state as well as with statewide test development and scoring activities with an emphasis on third-grade Communication Arts. Prior to her MAP position, Sally was a 5th grade teacher at Tri-County R-7 district in Jamesport, Missouri.**

Institute I
Saturday June 17 – Monday June 19

Strand Grade-Level Expectations (GLEs) and the Curriculum
Presenters Carol Bauer and Carol Pace
Subject Curriculum
Grade Level All
Content Area All

In *What Works in Schools Translating Research into Action*, Robert Marzano identifies eleven factors affecting student achievement. This workshop will examine three of the eleven factors:

- A Guaranteed and Viable Curriculum,
- Instructional Practices, and
- Classroom Curriculum Design.

Participants will have an opportunity to make practical application to their school/classroom. This workshop is designed for K-12 teachers and administrators.

The following questions will be answered:

- Curriculum: How can the GLEs be used to provide focus for what students should know and be able to do?
- Instruction: What research-based instructional strategies can be used to teach specific GLEs?

Assessment: How can assessment (state and local) guide our instructional practices.

****Carol Bauer and Carol Pace are currently Staff Development Coordinators for the Lebanon Public Schools and work with teachers and administrators in the areas of curriculum, instruction, and assessment. Carol Bauer has taught seventh, eighth, and ninth grade math, social studies, study skills, and career exploration at Lebanon Junior High for the past twenty-two years. Carol Pace's 18 years of classroom teaching experience include fifth grade and remedial reading.**

Carol and Carol were STARR teachers during the 1998-99 school years. They have facilitated professional development opportunities in their own district as well as statewide and national presentations that include: Accelerated Schools Conference, Teaching and Learning Conference, Satellite Academy, Show-Me Curriculum Administrator's Association, Missouri Association of Secondary School Principals, Missouri State Board of Education, National Association of State School Boards (NASBE), and CTB McGraw-Hill's annual meeting in Monterey, California.

Strand Integrating Technology in the Core Curriculum

Presenters Lori Mathys and David Mathys

Subject Integration of Technology
Grade Level All
Content Area All

The participant will learn how to effectively integrate technology into the curriculum in ways that bring out the best learning for students. The participant will be introduced to ways to manage technology integration with students, teaching strategies that reflect Constructivist principles and Inquiry lessons, ideas to use Cooperative Learning in

student instruction, and developing Essential Questions to structure lessons. The participant will use various software programs.

Internet resources and how to effectively manage the use of the Internet, as well as information for choosing good Websites, Online Projects, and WebQuests will be shared. Elementary student examples of projects to meet the Show-Me Standards will be shared. Participants will also learn how to design projects to meet the needs of local curriculum and incorporate Grade-Level Expectations. This strand is designed for participants who want to use more technology resources with their students. You will learn how to "get started" and how to manage the technology so that it doesn't overwhelm you, to bring about the very best learning for your students.

****Lori Mathys is currently a fourth grade eMINTS teacher at California Elementary School. She is a 2004 Milken Educator, 2002 Missouri Presidential Award Winner, 2004 National Board Certified Teacher, and 2006 Disney Teacher Award Nominee. Lori has an Education Specialist Degree in Curriculum and Instruction, with an emphasis in Science and Technology. Lori and her students have been featured on several movies about technology integration including a digital story online: Westward HO. Lori has been involved with the MAP, helping to write Mathematics Model Curriculum Units, trained at CTB/McGraw Hill to choose anchor papers and scoring guides for the 2005 MAP test, and has been selected as a table leader for the 4th Grade Mathematics MAP test scoring in 2006. Lori is a mentor of beginning teachers and eMINTS teachers and is an Online Instructor for eMINTS teachers through the eMINTS National Center. Lori has also made presentations about Technology and Inquiry teaching at many educational conferences including: Interface, MSBA/MASA, Lincoln University,**

Institute I

Saturday June 17 – Monday June 19

Show-Me Science Academy, STOM, and the Missouri House of Representatives Educational Appropriation Committee. Lori also has six lessons featured on Successlink.org that showcase technology integrated into the curriculum, has authored several WebQuests, participates in Online Projects, maintains a Classroom Website, and received Honorable Mention in Classroom Connect's Internet Educator of the Year Awards in 2003.

****Dave Mathys** is currently a fifth grade teacher in an eMINTS classroom at California Elementary. He has a Master's degree in Curriculum and Instruction with an emphasis on Science Education. He is currently completing his PhD in Science Education and completing the process for National Board Certification. Dave and his students have been featured in a movie about technology integration called Constructivism, Inquiry, Technology, Essential Questions, and Community Building. Dave has made presentations concerning technology and curricular integration for the Show-Me Science Academy and Lincoln University. He has also coached winning teams for the ToyChallenge, a national science/math competition, as well as for Thinkquest International, an educational website creation competition. Dave maintains a classroom website and has authored a WebQuest.

Strand Language
Essentials for
Teachers of
Reading and
Spelling (LETRS)
Training
Presenter Deb Glazer
Subject Literacy/Reading
Grade Level K-3
Content Area Reading

Language Essentials for Teachers of Reading and Spelling (LETRS) is a comprehensive professional development for teachers. Teachers will be introduced to research-based principles to help them understand reading development, reading differences, and reading instruction.

This intensive training is presented through a variety of interactive sessions with a mix of information sharing, discussion, video, and hands-on learning that will enable teachers to become familiar with the many aspects of language that contribute to one's ability to read.

Each Module (1-6) addresses a component in depth: phoneme awareness, phonics and decoding, spelling, fluency, vocabulary and comprehension. Teachers will gain tools with which to strengthen their ability to

identify why some students struggle, how to assess, and then plan instruction to achieve greater gains.

Modules 7-9 will be addressed during the monthly meetings starting in September.

**** Deborah Glaser, Ed. D.,** is currently a National Trainer of Language Essentials for Teachers of Reading and Spelling (Louisa Moats, LETRS). She brings 28 years of classroom and special education experience, and non-profit learning center program planning for students with dyslexia to her work with teachers and schools. She consults regularly with schools and districts assisting with the implementation of scientifically based reading programs, and strengthening practitioners' knowledge of how students learn to read and how best to teach all students. Dr. Glaser is author of the LETRS supplementary module

ParaReading: A Training Guide for Tutors.

Strand Secondary
Literacy
Focusing on
Mathematics and
Science
Presenter William
Brozo
Subject Literacy
Grade Level 7-12
Content Area Literacy

Participants will learn how to incorporate into their science and math lessons a range of effective, evidence-based literacy strategies. The strand will be organized around guiding principles of adolescent literacy which will inform the strategies and practices shared in

the workshop.

The method of instruction will maximize teacher participation and active learning. Participants will:

- be provided examples and explanations of strategies;
- experience the strategies firsthand as learners; and
- apply the strategies by designing lessons that link them to math and science content.

This strand will also include simulations, micro-teaching, and individual consultation time.

**** William G. Brozo** is a Professor of Literacy in the Graduate School of Education at George Mason University. He earned his bachelor's degree from the University of North Carolina and his masters and doctorate from the University of South Carolina. He has taught reading and language arts in junior and senior high school in the Carolinas. He is the author of

Institute I

Saturday June 17 – Monday June 19

numerous articles on literacy development for children and young adults. His books include: *To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy* (International Reading Association); *Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence* (5th ed., Merrill/Prentice Hall); and *Setting the Pace: A Speed, Comprehension and Study Skills Program* (Merrill). His new books include *50 Content Area Strategies for Adolescent Literacy* (Merrill/Prentice Hall). As an International Development Division – IRA volunteer, Dr. Brozo travels regularly to Macedonia, where he provides technical support to secondary teachers. He was a co-investigator on a Carnegie Grant team that recently completed its report, *Principled Practices for a Literate America: A Framework for Literacy and Learning in the Upper Grades*.

****Ms. Scott is currently a Missouri Assessment Program (MAP) Regional Facilitator for the Heart of Missouri RPDC located at the University of MO-Columbia. She has been a MAP Facilitator for the past 10 years and has worked in the development and scoring of the Communication Arts MAP tests since their inception. Ms. Scott has had twelve years of experience in providing professional development training to teachers and administrators. Prior to becoming a trainer, Ms. Scott taught in a variety of classroom settings for twenty-four years.**

Strand Missouri
Assessment
Program:
Communication Arts
Test Item
Writing,
Secondary

Presenter Jana Scott
Subject MAP Test
Item Writing
Grade Level 7-12
Content Area
Communication Arts

Teachers in grades 7-12 will learn to write MAP-like selected response, constructed response and performance event test items. Participants in this institute will leave with materials and ideas suitable for their classroom instruction.

Day One of the training will include intense in-service on the various types of test items, their characteristics, how to write and administer items and how to review and revise items based on

student results. Alignment to the Grade-Level Expectations and Show-Me Standards will be an important part of the training. Additionally, participants will learn to select appropriate fiction and non-fiction stimulus materials for the various types of items.

Day Two of the strand includes participants writing items and scoring guides aligned to the stimulus materials and Grade-Level Expectations. Review and critique of the items will be an integral part of the item writing.

Day Three includes participants continuing the writing and revising items. They will learn how to integrate MAP-like items into classroom instruction.

General Institute Information

Registration deadline is May 26, 2006

For LETRS Training information and registration, see pages 12-14 of this booklet.

Institute I (except LETRS Training)

Cost:

\$275 per person. Teams of three or more from the same district receive a discounted rate of \$250 per person. Teams must consist of three or more from the same district, including an administrator.

Your registration fee includes all institute materials: Day One buffet breakfast, lunch, and refreshments; Day Two buffet breakfast, lunch, and refreshments; and Day Three buffet breakfast and refreshments.

Lodging:

Institute participants are responsible for making their own room reservations by contacting the Holiday Inn Select, 2200 I-70 Drive Southwest, Columbia, Missouri 65203, 573-445-8531. To receive the group rate of \$81.98, tell the operator you are with the Teaching and Learning Institute when making reservations. The room block will be held until May 19, 2006.

Check in time: 4:00 p.m.

Check out time: 12:00 noon

Refund Policy:

Registration fees will be refunded only if Donna Cash, Department of Elementary and Secondary Education, receives your **written** request by May 26, 2006. Participants are responsible for payment unless registration is canceled in writing by May 26, 2006. **No refunds will be made after this date, but substitutions are welcome. No substitutions will be allowed for LETRS Training.**

Special Needs:

The Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, age, sex, disability or veteran status in its programs, services or employment practices.

Anyone attending this institute requiring auxiliary aids or services must contact Donna Cash, Department of Elementary and Secondary Education at 573-526-5658 by May 26, 2006. Reasonable attempts will be made to accommodate special needs.

RELAY MISSOURI: 1-800-735-2966, TDD: or 1-800-735-2466, voice

Questions?

If you have questions about the 2006 Teaching and Learning Institute or need any special arrangements, contact Donna Cash, Department of Elementary and Secondary Education, at 573-526-5658 or e-mail donna.cash@dese.mo.gov

Registration Form

Institute I – June 17-19, 2006

Strand registration is limited. On-site strand changes **cannot** be accommodated.

Registration deadline is May 26, 2006

Name: _____ Title: _____
County/District Code: _____ Building Code: _____ Grade
Level Taught: _____
School District/Organization: _____
Building Name: _____
Home Address: _____ City/State/Zip: _____
Summer Daytime Phone: _____ Cell Phone Number: _____
Summer E-mail Address: _____

STRAND TOPICS

Place a checkmark by your FIRST and SECOND choice. Strand registration is limited.

First Choice Second Choice

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | R-Factor and Literacy Learning: Building Student Achievement through Rigor, Relevance, Relationships, Responsibility and Literacy |
| <input type="checkbox"/> | <input type="checkbox"/> | Communication Arts Literacy, Secondary |
| <input type="checkbox"/> | <input type="checkbox"/> | Children in Poverty: Same Planet, Different World - Rural Schools |
| <input type="checkbox"/> | <input type="checkbox"/> | Missouri Assessment Program: Communication Arts Test Item Writing, Elem. |
| <input type="checkbox"/> | <input type="checkbox"/> | Grade-Level Expectations (GLEs) and the Curriculum |
| <input type="checkbox"/> | <input type="checkbox"/> | Integrating Technology in the Core Curriculum |
| <input type="checkbox"/> | <input type="checkbox"/> | Secondary Literacy Focusing on Mathematics and Science |
| <input type="checkbox"/> | <input type="checkbox"/> | Missouri Assessment Program: Communication Arts Test Item Writing, Second. |

Place a checkmark by the registration fee that applies:

(Teams must consist of three or more from the same district, including an administrator.)*

- ☐ \$275 Individual Registration Fee ☐ \$250 Team Registration per person*
☐ \$ 25 Additional Late Registration Fee – After May 26, 2006.

Place a checkmark by the chosen method of payment:

- ☐ Payment enclosed \$ _____ **Make check payable to Treasurer, State of Missouri**
☐ State Employee - Interagency Billing
(do not request a check to be processed through your accounting system; provide the following information)
Department Name _____ Amount to be Charged \$ _____
☐ Bill my organization (attached is my PO# _____)

Two ways to register:

Mail completed form(s) with payment to: Teaching and Learning Institute, Donna Cash, 2nd Floor
Department of Elementary and Secondary Education
P.O. Box 480, Jefferson City, MO 65102-0480

or Fax completed form(s) with purchase order to 573-526-6698

Confirmation notification will be sent by June 2, 2006.

Language Essentials for Teachers of Reading and Spelling Training

LETRS Training

MANDATORY REQUIREMENTS FOR LETRS TRAINING

All criteria must be met before building registration is accepted

***LETRS training is available for grades K-3 teachers (consecutive grades) in teams of three.
Team members must be from the same school building.***

This strand is limited to 30 participants from 10 schools on a first-come, first-served basis.

1. Assemble a team of three committed teachers (grades K-3), sharing a building and using the same basal reader. Complete the registration form.
2. Obtain signatures of all three teachers to acknowledge and commit to all mandatory requirements. Registrations will not be accepted without these three signatures.
3. Obtain signatures of the building principal **and** the district superintendent acknowledging the mandatory requirements necessary for registration. In addition, these signatures guarantee the commitment of the three teachers to the nine days of professional development. Registrations will not be accepted without these two signatures.
4. Mail completed registration form and signed assurances form with a signed purchase to the address on the registration form. Faxed registration forms for LETRS training **will not** be accepted. Registration confirmation will be mailed.
5. Attend and participate in nine days of professional development:
 - * Institute I and II (six days) – June 17-22, 2006
 - * 2006 Professional development continuation:
 - Saturday, September 16, and
 - Saturday, October 14, and
 - Saturday, November 18

See registration booklet for more information.

Team Registration Form

LETRS Training – June 17-22, 2006

Strand registration is limited. On-site strand changes **cannot** be accommodated.

County/District Code: _____ Building Code: _____

School District/Organization: _____

Building Name: _____

Address: _____ City/State/Zip: _____

Summer Daytime Phone: _____ Cell Phone Number: _____

Summer E-mail Address: _____

Must be three consecutive grades: K-2 or 1-3 (Mandatory teams of three)

Grade Attendee Names

K	_____
1	_____
2	_____
3	_____

Registration fees

- ☐ \$750 Team Registration (three member team)
- ☐ \$ 75 Additional Late Registration Fee-After May 26, 2006.

Place a checkmark by the chosen method of payment:

- ☐ Payment enclosed \$ _____ **Make check payable to Treasurer, State of Missouri**
- ☐ State Employee - Interagency Billing
(do not request a check to be processed through your accounting system; provide the following information)
Department Name _____ Amount to be Charged \$ _____
- ☐ Bill my organization (attached is my PO# _____)

Register:

Mail completed form with payment to: Teaching and Learning Institute, Donna Cash, 2nd Floor
Department of Elementary and Secondary Education
P.O. Box 480, Jefferson City, MO 65102-0480

Confirmation notification will be sent by June 2, 2006.

Assurances

LETRS ASSURANCES			
Teacher			
<p>The teacher hereby assures the Department of Elementary and Secondary Education (DESE) that he/she will:</p> <ul style="list-style-type: none"> fulfill all LETRS Training professional development (six days in June, one day in September, one day in October, and one day in November). implement the LETRS Training in their classroom during the 2006-2007 school year. meet one time per month after the end of the professional development to support the success of the LETRS Program. complete all necessary request forms prior to the event in order to receive travel monies and stipends for out-of-contract days. 			
	Name of Teachers	Signature of Teachers	Date
1			
2			
3			
Principal			
<p>The principal hereby assures the Department of Elementary and Secondary Education (DESE) that he/she will:</p> <ul style="list-style-type: none"> assist in the selection of three K-3 teachers (per registration requirements) and they will fulfill all LETRS Training professional development (six days in June, one day in September, one day in October, and one day in November). support the selected K-3 teachers in the LETRS training with travel monies and stipends for out-of-contract days. manage the project facilitating the participation of the selected K-3 teachers in the professional development program. meet with the selected K-3 teachers one time per quarter to evaluate the implementation plan and progress of the LETRS Training in the classroom. 			
	Name of Principal	Signature of Principal	Date
Superintendent			
<p>The superintendent hereby assures the Department of Elementary and Secondary Education (DESE) that he/she will:</p> <ul style="list-style-type: none"> assist in the selection of three K-3 teachers (per registration requirements) and support teachers as they fulfill all LETRS Training professional development (six days in June, one day in September, one day in October, and one day in November). support the selected K-3 teachers in the LETRS training with travel monies and stipends for out-of-contract days. assign one administrator as project manager to facilitate the participation of the selected K-3 teachers in the professional development program. keep such records, and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and will provide DESE any information needed to carry out its responsibilities under the Professional Development Program. meet with the principal and the selected three teachers in the third-quarter to determine the success of the LETRS Training and implementation. refund directly to Department of Elementary and Secondary Education the amount of any scholarship funds made available to the applicant that may be determined by the Department or an auditor representing the Department to have been misspent or otherwise misapplied. 			
	Name of Superintendent	Signature of Superintendent	Date

TEACHING AND LEARNING

INSTITUTE II

JUNE 20-22, 2006

Schedule

Day One

7:00	a.m.	–	7:30	a.m.	Registration – Atrium
7:00	a.m.	–	7:45	a.m.	Buffet Breakfast – Windsor III/IV
7:30	a.m.	–	7:45	a.m.	Welcome – Windsor III/IV
8:00	a.m.	–	12:00	p.m.	Strands
12:00	p.m.	–	12:45	p.m.	Lunch – Windsor III/IV
1:00	p.m.	–	4:00	p.m.	Strands

Day Two

7:00	a.m.	–	7:45	a.m.	Buffet Breakfast – Windsor III/IV
8:00	a.m.	–	12:00	p.m.	Strands
12:00	p.m.	–	12:45	p.m.	Lunch – Windsor III/IV
1:00	p.m.	–	4:00	p.m.	Strands
4:00	p.m.	–	5:00	p.m.	Team Time with activities – Windsor III/IV

Day Three

7:00	a.m.	–	7:45	a.m.	Buffet Breakfast – Windsor III/IV
8:00	a.m.	–	12:00	p.m.	Strands

Institute II
Tuesday June 20 – Thursday June 22

<p>Strand R-Factor and Literacy Learning: Building Student Achievement through Rigor, Relevance, Relationships, Responsibility, and Literacy</p> <p>Presenters Susie Cox and Todd Luke</p> <p>Subject Student Achievement and Literacy</p> <p>Grade Level All</p> <p>Content Area All</p>	<p>This strand will be organized to take a closer look at connecting rigor and relevance for learning to relationships that are meaningful for students. This learning design will be strengthened by examining a responsibility factor and technical literacy. It will involve working with Dr. Willard Daggett's</p>
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Rigor and Relevance Framework, Problem-based Learning (PBL) methodology, and MAX Teaching and Learning for Technical Literacy.

The objectives of this strand are:

- Build a working knowledge of MAX Teaching and Learning reading strategies.
- Revisit the importance of Bloom's Taxonomy to increase rigor.
- Design classroom experiences around a Problem-based Learning model.
- Examine career paths and career clusters for student motivation.
- Examine the factor of responsibility as it relates to various audiences.
- Build a working knowledge of R-Factor Learning that can be shared with others through study groups and ongoing professional development.

Participant will experience the University of Missouri Medical School model of Problem-based Learning to better understand the structure to design rigorous learning experiences to address "real-world complicated, messy situations." They will learn and practice strategies developed by MAX Teaching and Learning to incorporate reading that engages all students in a classroom. Other components to be utilized in designing learning experiences will be career paths and career clusters to strengthen the relevance factor for increasing student motivation.

The structure of these three days will require participants to practice and build a working knowledge of the components listed above. It will be an active learning

environment to build skills through practice. Participants will utilize Dr. Willard Daggett's Rigor and Relevance framework to construct learning experiences for students that will be at the higher end of Bloom's Taxonomy and focus on Problem-based Learning around real-world issues. The work will be strengthened with the introduction and practice of MAX Teaching and Learning practices for technical literacy and the connection to career paths and clusters for relevancy. The time will be organized by days with much of the information incorporated through all the days.

- One day will involve working on building knowledge and practice around rigor, relevance, relationships, and responsibility issues.
- One day will involve learning and practicing MAX Teaching and Learning reading strategies.

One day will be devoted to learning more about Problem-based Learning and working on lesson design around that model as well as discussing project-based and service learning.

****Susie Cox is the Coordinator of Professional Development for the Missouri Center for Career Education at CMSU designing and providing professional development around active learning models of problem-based learning, project-based learning and service learning along with career paths/career clusters. She facilitated the design and provides support for the Career Education Statewide Mentoring Program for new teachers and counselors, Learning by Design workshops, and R-Factor Learning model. She previously taught 12 years in Columbia Public Schools as well as serving as coordinator of Family and Consumer Sciences, coordinated School-to-Work program for Columbia, and provided professional development for Instructional Materials Laboratory, University of Missouri and The Learning Exchange in Kansas City prior to joining Missouri Center for Career Education. Education: BS, MS, and Ph. D. in Education from the University of Missouri.**

**** Todd Luke graduated from Lenape Technology School in 1983. He returned to Lenape in 1992 and has received the 1996 Excellence Foundation educator of the Year, the 2002 and 2004 Vocational Teacher of the Year, was featured in *Techniques Magazine* September 2003. He is currently Coordinator of School Operations. Todd has been a member of the MAX Teaching staff development for four years.**

Institute II
Tuesday June 20 – Thursday June 22

Strand Communication Arts
Literacy, Secondary
Presenter Bonnie Dickinson
Subject Literacy
Grade Level 7-12
Content Area
Communication Arts

The strand will address adolescent literacy specifically in the area of communication arts. Participants will learn effective strategies to strengthen teaching and learning in the

area of communication arts. Participants will be actively involved in their learning.

****Bonnie Dickinson** is the Director of Secondary Literacy at the National Center on Education and the Economy. Currently, her responsibilities include the development of curriculum and teacher training of four secondary literacy courses for middle and high school students who struggle as readers and writers. She has taught high school and middle school English as well as a writing workshop at the university level. Ms. Dickinson received her B.A. in English and history from the University of Wisconsin and her M.A.T. in English education from Northwestern University.

Strand Children in
Poverty: Same
Planet, Different
World - Urban
Schools
Presenter LaVietta
Prichard
Subject Children in
Poverty
Grade Level All
Content Area All

Participants will leave with a better understanding of how to work with poor students in the areas of discourse, discipline, and learning.

Educators will learn what motivates students to behave in certain ways and interventions to change those

behaviors.

The presentation will be very interactive as educators learn specific strategies dealing with motivation including 15 ways for educators to help students understand three key messages:

- This is important!
- You can do it!
- And I won't give up on you!

Participants will experience and learn strategies to be used in the classroom (immediately!) that address the Missouri Assessment Program. Emphasis will be on urban families and their particular needs.

****LaVietta Prichard** was a classroom teacher for 26 years. She was selected as a charter member of the STARR program – one of 24 teachers statewide. Ms. Prichard accepted a position with the Missouri Department of Elementary and Secondary Education as a staff development specialist for Missouri Accelerated Schools and Professional Learning Communities.

She retired in 2005 and now serves as an educational consultant and motivational speaker.

Strand Missouri Assessment Program:
Communication Arts Test Item Scoring,
Elementary
Presenter Sally Minnick
Subject MAP Item Scoring
Grade Level K-5
Content Area Communication Arts

Teachers in grades K-5 will learn to think like scorers for the MAP test. They will be trained like MAP scorers and will use this experience as they work with practice test items. Participants in this institute will leave with materials and ideas suitable for their classroom instruction.

The first day of training will include training in scoring protocol, tips from past MAP scorers, and interpretation of scoring guides for items.

The second day will be training on specific items with periodic checks to see if scorers are accurate in their interpretation of the scoring guides and training materials.

The third day, participants will finish scoring training and will work on integrating MAP-like scoring into classroom instruction.

****Sally Minnick** is the Northwest MAP Regional Facilitator and has held that position for six years. She works with teachers in her region of the state as well as with statewide test development and scoring activities with an emphasis on third-grade Communication Arts. Prior to her MAP position, Sally was a 5th grade teacher at Tri-County R-7 district in Jamesport, Missouri.

Institute II
Tuesday June 20 – Thursday June 22

Strand Grade Level Expectations (GLEs) and the Curriculum
Presenters Carol Bauer and Carol Pace
Subject Curriculum
Grade Level All
Content Area All

In *What Works in Schools Translating Research into Action*, Robert Marzano identifies eleven factors affecting student achievement. This workshop will examine three of the eleven factors:

- A Guaranteed and Viable Curriculum,
- Instructional

Practices, and

- Classroom Curriculum Design.

Participants will have an opportunity to make practical application to their school/classroom. This workshop is designed for K-12 teachers and administrators.

The following questions will be answered:

- Curriculum: How can the GLEs be used to provide focus for what students should know and be able to do?
- Instruction: What research-based instructional strategies can be used to teach specific GLEs?
- Assessment: How can assessment (state and local) guide our instructional practices?

****Carol Bauer and Carol Pace are currently Staff Development Coordinators for the Lebanon Public Schools and work with teachers and administrators in the areas of curriculum, instruction, and assessment. Carol Bauer has taught seventh, eighth, and ninth grade math, social studies, study skills, and career exploration at Lebanon Junior High for the past twenty-two years. Carol Pace's 18 years of classroom teaching experience include fifth grade and remedial reading.**

Carol and Carol were STARR teachers during the 1998-99 school years. They have facilitated professional development opportunities in their own district as well as statewide and national presentations that include: Accelerated Schools Conference, Teaching and Learning Conference, Satellite Academy, Show-Me Curriculum Administrator's Association, Missouri Association of Secondary School Principals, Missouri State Board of Education, National Association of State School Boards (NASBE), and CTB McGraw-Hill's annual meeting in Monterey, California.

Strand Integrating Technology in the Core Curriculum

Presenters Lori Mathys and Dave Mathys

Subject Integration of Technology

Grade Level All **Content Area** All

The participant will learn how to effectively integrate technology into the curriculum in ways that bring out the best learning for students. The participant will be introduced to ways to manage technology integration with students, teaching strategies that reflect Constructivist principles and Inquiry lessons, ideas to use Cooperative Learning in student instruction, and developing Essential Questions to structure lessons. The participant will use various software programs.

Internet resources and how to effectively manage the use of the Internet, as well as information for choosing good Websites, Online Projects, and WebQuests will be shared. Elementary student examples of projects to meet the Show-Me Standards will be shared. Participants will also learn how to design projects to meet the needs of local curriculum and incorporate Grade-Level Expectations. This strand is designed for participants who want to use more technology resources with their students. You will learn how to "get started" and how to manage the technology so that it doesn't overwhelm you, to bring about the very best learning for your students.

****Lori Mathys is currently a fourth grade eMINTS teacher at California Elementary School. She is a 2004 Milken Educator, 2002 Missouri Presidential Award Winner, 2004 National Board Certified Teacher, and 2006 Disney Teacher Award Nominee. Lori has an Education Specialist Degree in Curriculum and Instruction, with an emphasis in Science and Technology. Lori and her students have been featured on several movies about technology integration including a digital story online: Westward HO. Lori has been involved with the MAP, helping to write Mathematics Model Curriculum Units, trained at CTB/McGraw Hill to choose anchor papers and scoring guides for the 2005 MAP test, and has been selected as a table leader for the 4th Grade Mathematics MAP test scoring in 2006. Lori is a mentor of beginning teachers and eMINTS teachers and is an Online Instructor for eMINTS teachers through the eMINTS National Center.**

Institute II
Tuesday June 20 – Thursday June 22

Lori has also made presentations about Technology and Inquiry teaching at many educational conferences including: Interface, MSBA/MASA, Lincoln University, Show-Me Science Academy, STOM, and the Missouri House of Representatives Educational Appropriation Committee. Lori also has six lessons featured on

Successlink.org that showcase technology integrated into the curriculum, has authored several WebQuests, participates in Online Projects, maintains a Classroom Website, and received Honorable Mention in Classroom Connect's Internet Educator of the Year Awards in 2003.

****Dave Mathys** is currently a fifth grade teacher in an eMINTS classroom at California Elementary. He has a Master's degree in Curriculum and Instruction with an emphasis on Science Education. He is currently completing his PhD in Science Education and completing the process for National Board Certification. Dave and his students have been featured in a movie about technology integration called Constructivism, Inquiry, Technology, Essential Questions, and Community Building. Dave has made presentations concerning technology and curricular integration for the Show-Me Science Academy and Lincoln University. He has also coached winning teams for the ToyChallenge, a national science/math competition, as well as for Thinkquest International, an educational website creation competition. Dave maintains a classroom website and has authored a WebQuest.

Strand Language Essentials for Teachers of Reading and Spelling (LETRS) Training
Presenter Deb Glazer
Subject Reading
Grade Level K-3 **Content Area** Reading

Language Essentials for Teachers of Reading and Spelling (LETRS) is a comprehensive professional development for teachers. Teachers will be introduced to research-based principles to help them understand reading development, reading differences, and reading instruction.

This intensive training is presented through a variety of interactive sessions with a mix of information sharing, discussion, video, and hands-on learning that will enable teachers to become familiar with the many aspects of language that contribute to one's ability to read.

Each Module (1-6) addresses a component in depth: phoneme awareness, phonics and decoding, spelling, fluency, vocabulary and comprehension. Teachers will gain tools with which to strengthen their ability to identify why some students struggle, how to assess, and then plan instruction to achieve greater gains.

Modules 7-9 will be addressed during the monthly meetings starting in September.

**** Deborah Glaser, Ed. D.,** is currently a National Trainer of Language Essentials for Teachers of Reading and Spelling (Louisa Moats, LETRS). She brings 28 years of classroom and special education experience, and non-profit learning center program planning for students with dyslexia to her work with teachers and schools. She consults regularly with schools and districts assisting with the implementation of scientifically based reading programs, and strengthening practitioners' knowledge of how students learn to read and how best to teach all students. Dr. Glaser is author of the LETRS supplementary module [ParaReading: A Training Guide for Tutors](#).

Institute II
Tuesday June 20 – Thursday June 22

Strand Secondary
Literacy
Focusing on
Mathematics
and Science

Presenter William
Brozo

Subject Literacy

Grade Level 7-12

Content Area
Mathematics and
Science

Participants will learn how to incorporate into their science and math lessons a range of effective, evidence-based literacy strategies. The strand will be organized around guiding principles of adolescent literacy which will inform the strategies and practices shared in the workshop.

The method of instruction will maximize teacher participation and active learning. Participants will:

- be provided examples and explanations of strategies;
- experience the strategies firsthand as learners; and
- apply the strategies by designing lessons that link them to math and science content.

This strand will also include simulations, micro-teaching, and individual consultation time.

**** William G. Brozo is a Professor of Literacy in the Graduate School of Education at George Mason University. He earned his bachelor's degree from the University of North Carolina and his masters and doctorate from the University of South Carolina. He has taught reading and language arts in junior and senior high school in the Carolinas. He is the author of numerous articles on literacy development for children and young adults. His books include: *To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy* (International Reading Association); *Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence* (5th ed., Merrill/Prentice Hall); and *Setting the Pace: A Speed, Comprehension and Study Skills Program* (Merrill). His new books include *50 Content Area Strategies for Adolescent Literacy* (Merrill/Prentice Hall). As an International Development Division – IRA volunteer, Dr. Brozo travels regularly to Macedonia, where he provides technical support to secondary teachers. He was a co-investigator on a Carnegie Grant team that recently completed its report, *Principled Practices for a Literate America: A Framework for Literacy and Learning in the Upper Grades*.**

Strand Missouri Assessment Program: Communication
Arts Test Item Scoring, Secondary

Presenter Jana Scott

Subject MAP

Grade Level 7-12

Content Area Communication Arts

Teachers in grades 7-12 will learn to think like scorers for the MAP test. They will be trained like MAP scorers and will use this experience as they work with practice test items. Participants in this institute will leave with materials and ideas suitable for their classroom instruction.

The first day of training will include training in scoring protocol, tips from past MAP scorers, and interpretation of scoring guides for items.

The second day will be training on specific items with periodic checks to see if scorers are accurate in their interpretation of the scoring guides and training materials.

The third day, participants will finish scoring training and will work on integrating MAP-like scoring into classroom instruction.

****Ms. Scott is currently a Missouri Assessment Program (MAP) Regional Facilitator for the Heart of Missouri RPDC located at the University of MO-Columbia. She has been a MAP Facilitator for the past 10 years and has worked in the development and scoring of the Communication Arts MAP tests since their inception. Ms. Scott has had twelve years of experience in providing professional development training to teachers and administrators. Prior to becoming a trainer, Ms. Scott taught in a variety of classroom settings for twenty-four years.**

General Institute Information

Registration deadline is May 26, 2006

For LETRS Training information and registration for see pages 12-14 of this booklet.

Institute II (except LETRS Training)

Cost:

\$275 per person. Teams of three or more from the same district receive a discounted rate of \$250 per person. Teams must consist of three or more from the same district, including an administrator.

Your registration fee includes all institute materials; Day One buffet breakfast, lunch, and refreshments; Day Two buffet breakfast, lunch, and refreshments; and Day Three buffet breakfast and refreshments.

Lodging:

Institute participants are responsible for making their own room reservations by contacting the Holiday Inn Select, 2200 I-70 Drive Southwest, Columbia, Missouri 65203, 573-445-8531. To receive the group rate of \$81.98, tell the operator you are with the Teaching and Learning Institute when making reservations. The room block will be held until May 19, 2006.

Check in time: 4:00 p.m.

Check out time: 12:00 noon

Refund Policy:

Registration fees will be refunded only if Donna Cash, Department of Elementary and Secondary Education, receives your **written** request by May 26, 2006. Participants are responsible for payment unless registration is canceled in writing by May 26, 2006. **No refunds will be made after this date, but substitutions are welcome. No substitutions will be allowed for LETRS Training.**

Special Needs:

The Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, age, sex, disability or veteran status in its programs, services or employment practices.

Anyone attending this institute requiring auxiliary aids or services must contact Donna Cash, Department of Elementary and Secondary Education at 573-526-5658 by May 26, 2006. Reasonable attempts will be made to accommodate special needs.

RELAY MISSOURI: 1-800-735-2966, TDD: or 1-800-735-2466, voice

Questions?

If you have questions about the 2006 Teaching and Learning Institute or need any special arrangements, contact Donna Cash, Department of Elementary and Secondary Education, at 573-526-5658 or e-mail donna.cash@dese.mo.gov

Registration Form

Institute II – June 20-22, 2006

Strand registration is limited. On-site strand changes **cannot** be accommodated.

Registration deadline is May 26, 2006

Name: _____ Title: _____

County/District Code: _____ Building Code: _____ Grade Level Taught: _____

School District/Organization: _____

Building Name: _____

Home Address: _____ City/State/Zip: _____

Summer Daytime Phone: _____ Cell Phone Number: _____

Summer E-mail Address: _____

STRAND TOPICS

Place a checkmark by your FIRST and SECOND choice. Strand registration is limited.

First Choice Second Choice

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | R-Factor & Literacy Learning: Building Student Achievement through Rigor, Relevance, Relationships, Responsibility, and Literacy |
| <input type="checkbox"/> | <input type="checkbox"/> | Communication Arts Literacy, Secondary |
| <input type="checkbox"/> | <input type="checkbox"/> | Children in Poverty: Same Planet, Different World - Urban Schools |
| <input type="checkbox"/> | <input type="checkbox"/> | Missouri Assessment Program: Communication Arts Test Item Scoring, Elem. |
| <input type="checkbox"/> | <input type="checkbox"/> | Grade-Level Expectations (GLEs) and the Curriculum |
| <input type="checkbox"/> | <input type="checkbox"/> | Integrating Technology in the Core Curriculum |
| <input type="checkbox"/> | <input type="checkbox"/> | Secondary Literacy Focusing on Mathematics and Science |
| <input type="checkbox"/> | <input type="checkbox"/> | Missouri Assessment Program: Communication Arts Test Item Scoring, Second. |

Place a checkmark by the registration fee that applies:

(Teams must consist of three or more from the same district, including an administrator.)*

- ☐ \$275 Individual Registration Fee ☐ \$250 Team Registration per person*
- ☐ \$ 25 Additional Late Registration Fee – After May 26, 2006.

Place a checkmark by the chosen method of payment:

- ☐ Payment enclosed \$ _____ **Make check payable to Treasurer, State of Missouri**
- ☐ State Employee - Interagency Billing
(do not request a check to be processed through your accounting system; provide the following information)
Department Name _____ Amount to be Charged \$ _____
- ☐ Bill my organization (attached is my PO# _____)

Two ways to register:

Mail completed form(s) with payment to: Teaching and Learning Institute, Donna Cash, 2nd Floor
Department of Elementary and Secondary Education
P.O. Box 480, Jefferson City, MO 65102-0480

or Fax completed form(s) with purchase order to 573-526-6698

Confirmation notification will be sent by June 2, 2006.

Mark your calendar for the

2007

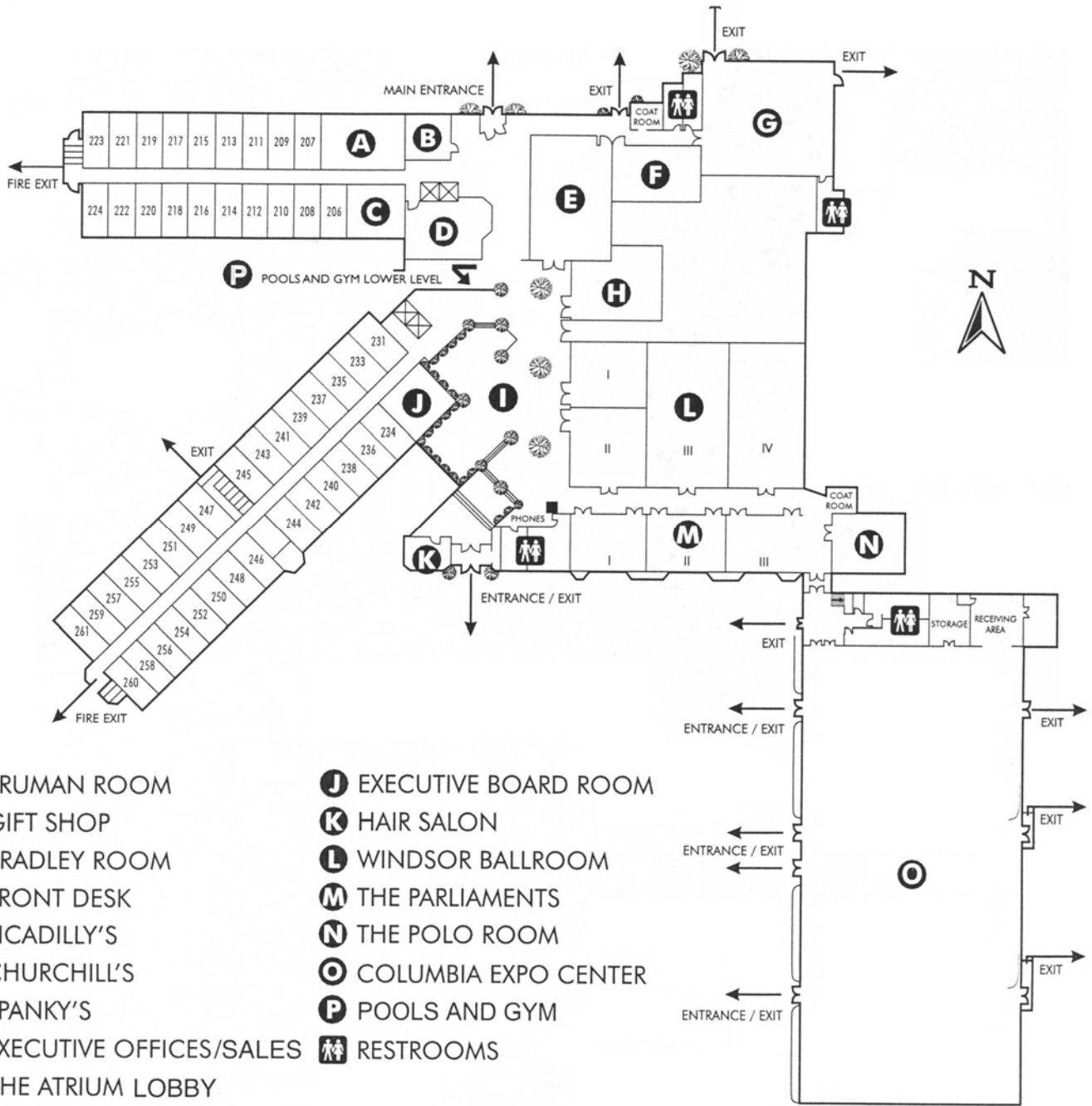
Teaching and Learning Institute

“Marching to Success”

Institute I
June 18-20, 2007

Institute II
June 21-23, 2007

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Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

(573) 526-5658

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*Inquires related to Department programs may be directed to the
Jefferson State Office Building, Title IX Coordinator, 5th floor, 205 Jefferson Street,
Jefferson City, MO 65102-0480; telephone number 573-751-4581.*